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PROFESSIONAL ORIENTATION IN SOCIETY OF RISK: INTERACTION BETWEEN GOVERNMENT, SCIENCE AND PERSONALITY.

The article actualizes the problem of professional orientation in the labor market of modern Ukrainian society. The risks of modern professional orientation activities for those who choose a profession for the first time are revealed. The concept-model of professional orientation is covered at different levels: state, regional, individual. The need to consider risks as a dialectical phenomenon, which has reason to be recognized as a special type of contradiction and to be a source of social development of the younger generation, is emphasized. The concept-model of professional orientation, which has two directions of development, is proposed. The first is a vertical and should take place at the level of state policy, the second is the development of a horizontal system of school professional orientation.

keywords: professional orientation, professional education, profession, risks, society of risk, world of work, life perspective.

Introduction. The current state of Ukrainian society is characterized by the action of many factors: the war with Russia, long-term pandemic, the lack of clear prospects, internal and external migration. These processes affect the formation of a fundamentally new world of work and require a fundamentally new system of professional orientation work, taking into account the economic, political, geographical, national aspects of the development of the Ukrainian state. Therefore, the problem of preparing a person for life in new social conditions becomes of particular relevance. Profession is the basis of human life. Realization of personality in labor is a rather complicated process and requires building a "professional life path" (E. Klimov). An extremely important factor in this process is the orientation in the world of professions of the modern world.

Analysis of relevant research. Recently, the problem of choosing a profession in its different angles has attracted the attention of Ukrainian researchers. Theoretical developments in the field of pedagogy and psychology can be noted (Zh. Virna, A. Vitkovskaya, V. Lisovsky, V. Morgun, L. Sokhan, B. Fedorishin, G. Cherednichenko, S. Chistyakov, I. Chernaya and

others), sociology (S. Golovakha, N. Tilikina). In recent years, there have been studies in the philosophy of education (V. Andrushchenko, A. Dzhura, V. Kremen, M. Mikhalychenko, G. Moskalyk and others).

The aim of the study – to reveal the main risks of professional orientation activities and propose a professional orientation model that combines the needs and capabilities of the state and the needs and aspirations of an individual.

Research Methods. To write the article, systematic and interdisciplinary approaches were used, which allowed combining in a single semantic field the theoretical achievements of scientific discourses of professional orientation, psychological, pedagogical science and philosophy of education. The methodological basis is general scientific and specific research methods. Among which the leading was: dialectical, comparative, structural-functional, etc. The use of these methods in combination made it possible to identify the contradictions of the problem under study, the causes that determine them, the factors and conditions for resolving contradictions, and to forecast the future development of the situation on this basis.

Results. Society, which is being spiritually renewed, modernized, contains not only new opportunities for self-realization of the individual in the world of work of society, but also covers the risks of catching up professional orientation, which slows down the renewal processes due to insufficient economic, social and existential motivation, and can also strengthen consumer trends in Ukrainian society. Focusing on the choice of so-called «prestigious» professions in most cases leads to life crises, and in the long run is a public risk, since it does not justify the cost of training workers with limited employment opportunities in the profession. I would especially like to dwell on the risks faced by the younger generation, as they determine their life and professional path. Five types of such risks are distinguished. The first type is related to restoring of vitality, in other words, the health of the person himself. If society does not create conditions for the physical development of a person, for the protection of his health and the safety of his life, a real basis for risk shows up. The second type is associated with the uncertainty of the life start opportunities of young people. It is clear that the lower the status inherited from the parents, the higher the risks associated with the inequality of starting positions and the risk of a false start. The third type of risks is due to the uncertainty of the possibilities of self-realization of young people. These risks appear when socio-stratification risks are aggravated, that is, those associated with limitations in the ability to

increase mobility, there are risks of downward mobility and social exclusion of young people (for example, when hiring the presence of five years of experience in the specialty). The fourth type of risk is value-normative uncertainty. This is the emergence of situations of lack of norm, in which a young person loses the usual orientation, a sense of support, loses connection with society. The risk of social disorientation, a break with social institutions and society as a whole is increasing. The fifth type is associated with identity uncertainty, in which traditional identities are destroyed, and the search for new identities often has a destructive orientation. However, researchers (V. Chuprov, Y. Zubok et al.) consider risk as a dialectical phenomenon, and therefore it has every reason to be recognized as a special type of contradiction and to be the source of social development of the younger generation.

It should be noted that this age is the most sensitive in the choice of the future profession, the presence of which and promotion by job level, the possibility of realizing creative potential, allows us to talk about the quality of a person's future life. Consequently, risk becomes the most general basis of modernity and a significant factor in the social development of professional self-determination of young people.

For that reason, the risk society acts as a measure between two extreme points - safety and danger, uncertainty. Therefore, during his life, a person is forced to make a large number of choices, the main one of which is the creation of his life. This is impossible without professional self-determination, planning and career development, especially in the conditions of modern society.

Can a modern person look for one profession for the rest of his life? This question determines the variety of answers. From «congenial work» according to H. Skvoroda to the development of a harmonious personality, which should change professional interests every five years according to K. Marx. Analysis of these positions shows that there is no single view of this problem, no single solution. In pedagogy and psychology, finding a child's talent (vocation) is one of the priority tasks. In contrast to this position, the classic of Marxism believed that each person can realize his labor essence only by changing various types of activities, testing himself. According to K. Marx, this corresponds to the nature of man, who lives and acts according to the standards of all kinds of animals, «the best rest is a change of activities» (Dvornichenko, 2012. p. 32). Therefore, the problem of professional self-determination turns into a lifelong search of a person, which never ends. The

phenomenological perspective of the study of the profession means focusing not on external attributes, but on its perception and experience. Therefore, it cannot end in adolescence, and given the specifics of the risk society, it should become a necessary companion for the life of each person in the conditions of uncertainty and unpredictability of the future. The individual is forced to reconsider his life positions, to change his life world, adapting to the new conditions of the world of work. Therefore, given the experience of self-knowledge as an experience of the human life world and the analysis of the existing economic situation as an aspect of the world of work, professional self-determination becomes a necessary condition for the formation of a culture of professional orientation.

Summing up, we can conclude that the profession significantly affects the quality of life of a modern person and determines the need for fundamental changes not only in the educational paradigm of professional training and education, but also the formation of a fundamentally new system of professional orientation: its main goal, means and forms of organization, opportunities for predicting the prospects for future life.

Planning life and professional prospects is a personal matter for each person, this is the highest manifestation of his freedom and responsibility for his own happiness. However, a person lives in a society that must take into account what a person will do in the world (Professional orientation, 2014). Therefore, there is a need for professional orientation management within the framework of modern conditions for the development of Ukrainian society. Remember that the main wealth of any country is not the territory, subsoil or finance, namely human potential. And its implementation for the benefit of society is a prerequisite for the prosperity of any state. So, it becomes clear that the development of professional orientation is the main meaning and task of the leadership of such a complex system as the state.

We offer a concept-model of professional orientation, which has two directions of development. The first is a vertical and should take place at the level of state policy, the second is the development of a horizontal system of school professional orientation.

As for the structure of the first direction, at the level of a state organization, it is necessary to create a group of professional orientation centers of different levels: the main one is an analytical center, whose task is to monitor trends in world economic development and find out the need for specialists in a particular sphere.

Next is the level of creation of regional centers. One of the main tasks is to work with the population. Employment taking into account the local labor market, the organization of professional orientation and re-orientation work with young people and other strata of the population.

Other substructural units are professional orientation centers at schools and at local employment centers. The task of the first is to accompany schoolchildren, to help navigate the world of professions of the modern world. The task of the latter is to support reorientation, which in the conditions of a risk society is of particular relevance.

Such a multi-level system of professional orientation will provide an opportunity to combine the requirements of society and the world community on the one hand and teach a particular subject self-determination process of life creation on the other.

As for the horizontal system of professional orientation, it is school, but has a fundamentally changed structure.

Note that in European countries, professional orientation is paid special attention. So, in German schools, there is a transitional system - a set of educational measures aimed at preparing for obtaining professions. This system is quite common. As Wolfgang Zayd (Hamburg University, Institute of Professional and Professional Pedagogy) notes, the reasons for its demand are: low level of industrial professional education, insufficient readiness of enterprises to promote professional education, increasing the cost of professional education, as well as falling demand for labor (associated with further rationalization of production and stagnation of the domestic market), as well as a low level of motivation for adolescents to study working professions. «After all, the one who with a certificate of unfinished secondary education dreams of working in a publishing house or in a bank and refuses to study the profession of a seller or baker - he has illusions about his own abilities and the level of professional requirements» (Schulze, 2009, p. 25).

And then V. Zayd notes that «perhaps everything can be reduced to a simple formula: each explanation is correct in its own way. Because without the discrepancy between supply and demand, which has been observed in the labor market for many years; without deterioration of reading skills, writing on mathematical knowledge of students; without certain features of social behavior and self-perception of many adolescents - without all these factors, the transitional system would never have swelled to today's scale» (Schulze, 2009, p. 25).

As for the development of school professional orientation activities in the strategies of modern changes in Ukrainian society, we consider it necessary to dwell on the following aspects: first of all, it should be noted that the development of the student's personality, his professional orientation, occurs by activating the intellectual, spiritual sphere, as well as a clear connection with the requirements of the region in which he lives. Therefore, for the organization of pre-professional training, it is necessary to involve local entrepreneurs-artisans in cooperation, who can help in organizing work in special professional circles and in classes on subjects, electives. It should be noted that the desire to orient teenagers in the world of work as early as possible does not exclude the understanding of the need to provide an individual approach to different students.

With the complication of the situation in the education market, with the spread of the practice of life without work, and simultaneously with the increase in the number of professions requiring good training, and the growth of school training opportunities – with all these factors, the importance of production-oriented education is growing. What should the school do today to meet this trend? In fact, what has always been her task, namely, to help prepare schoolchildren for an independent and responsible adult life.

And this includes, along with professional orientation, also issues of general life planning. In other words, issues of general life planning should become part of the modern professional orientation system. It is within the framework of school education that this can be done most effectively, because it is at school that close, direct and long contact with children and adolescents can be established.

However, studies show that this work is carried out spontaneously, uncontrollably and formally (Chorna, 2003). Teachers have a very low level of knowledge on this issue and high skepticism, there are significant disagreements about the principle of step-by-step in the implementation of this work, the absence of not only cabinets and corners of professional orientation, but also modern scientific and methodological literature, outdated approaches to organizing work, loss of interest and confidence in professional orientation measures among parents and students - this is an incomplete list of problems that characterize modern professional orientation. Therefore, the question arises: "How to make professional orientation an activity that protects the child and contributes to his preparation for life?" I would like to dwell on the following points.

First of all, professional orientation should be understood as a dynamic process characteristic of all stages of a person's life, and therefore the concept of professional orientation should be based on the attitude to the choice of a profession as to general life planning. This can be realized only through awareness of the future.

Consequently, to carry out such work, not only psychologists, consultants are needed, but also teachers (according to the «Regulation on the professional orientation of learning youth» (att. Ministry of Justice of Ukraine 03.07.95 r. No. 198/734)), having special professional training, which is to use the means of educational material to form the professional orientation of students of a modern school.

This problem raises the layer of issues that are becoming more relevant every year. Training of specialists in pedagogical universities leads to the fact that each of them, having a sufficiently high level of knowledge on the subject, overlooks the main task of the school - the preparation of adolescents and young men for adulthood, which means an independent and responsible life. In the modern educational process, one of the main principles of the pedagogical system has changed, teaching to educate, in my subject - the most important. In modern school, it is more and more about learning, about mastering a certain amount of knowledge on a particular subject. Thus it is possible to observe disrespectful attitude of teachers of «exact» disciplines to subjects of humanitarian or natural cycles, not to mention subjects of aesthetic or labor direction. Metaphorically, this is similar to the behavior of famous characters in the work of L. Glebov «Swan, Pike and Crawfish»: «...yes, only cart is still there»... But in the modern situation, it seems that the cart tends to roll down itself and drag the «heroes» along. The revaluation of the value of one's own subject, the lack of understanding of the holistic picture of the process of school education, leads to the formation of life orientations of young people in the modern world. So, from the very beginning of education at school, it is necessary to remember, to keep in focus the main goal of education - preparing children for adult life and profession.

Model - the concept of professional orientation should consist of the following elements. Firstly, it is an awareness of the future. Secondly, it is the development of personal potential, that is, the search for an appropriate profession and areas of education based on an understanding of oneself, one's abilities, inclinations. The third element of the concept is an analysis of one's own potential, the purpose of which is to strengthen

faith in one's capabilities, increase motivation for finding a profession. The next element should be informing. The rapid change in the world of work leads to the need for constant information about the prospects of certain professions, opportunities and job prospects in the region, and so on.

The presence of a large amount of information about the possibilities of the modern world of professions on the one hand, the idea of one's own abilities and awareness of the desires and prospects for creating life, taking into account the capabilities of the welfare society, often cause deep personal contradictions. At this stage, advisory assistance of psychologists, social workers and professional consultants is important and necessary. Completing the tasks of this element of the concept, model requires the creation of regional professional orientation centers with branches in educational institutions. In addition, we consider it important that these specialists not only can, but also must accompany a young person in further professional development. Therefore, financing of such centers should be done not only at the expense of the school, but also at the expense of the region (district or city) where this center is located. As for the task of this institution, specialists will purposefully inform, diagnose, and most importantly coordinate the information that children receive from various professional orientation institutes (parents, friends, teachers, media, etc.).

The sixth is the element of promotion and encouragement to the chosen profession. Its implementation requires the active participation of the above-mentioned specialists, as well as specially trained specialists, one of whose activities will be not only support of patients, namely interaction with an enterprise organization of practice and so on.

It is known that confirmation of the correctness of the decision is possible only through practical activity. Therefore, the seventh component is precisely practice. The next stage is the application for training, mediation and assistance (from the school); the ninth element of the program is the transition and continuation of mentoring after graduation. Being considered as one of the main for the strategic development of professional orientation.

The core of professional orientation activities of the school is the Center for Professional and Life Orientation of the school. Schoolchildren of final classes constantly work (in mini-groups and independently). It is here that the coordinator of the professional orientation project is located. He helps students fill out applications for employment/training, conducts tests to identify abilities and level of knowledge, conducts

consultations, for those who need information or help in a crisis situation, organizes conferences for classes of one stream on the topic «concept of professional orientation». A very important part of this center is an archive - a «bank» where information about professions and vacancies is collected, which can be used and find the necessary information on specially equipped computers.

An important component for the definition of professions in the world is practical activity, namely conducting training sessions, where the role of a coach can be performed by a teacher, class teacher or students who have already succeeded in the field of finding a place to study. These forms of work are carried out for those who are in the process of making a decision or applying for training in a professional educational institution or in high school. Joint consultations with the representative of the employment agency, parents and class teacher stabilize this process. Also, former graduates can come to the Professional orientation Center for information and advice. They provide information about how comfortable their transition to adult working life was. I would like to note that the subordination of school centers to regional ones provides an opportunity, if necessary, to remain in it and subsequently receive advice and assistance during the transitional phase to vocational training. This moment of psychological support gives a person a sense of support and stability, which is an important condition for maintaining the mental and psychological health of the individual. This promotes confidence and increases the level of trust between students and teachers.

So, this model takes into account the peculiarities of the labor market in the region and local needs. The success of its application is determined by the following factors: firstly, it is the desire of teachers to develop together with schoolchildren the prospects of their path after graduation. This approach comes from the fact that children are accompanied for many years by the same teachers, and under such circumstances, teachers are required to be prepared to meet children, to adapt to them. The organization of such an approach is possible only within the framework of a new educational paradigm.

Openness of criticism and expression, a place for discussion and time for conversations in a narrow circle, as well as joint conferences for teachers and students - all these are integral prerequisites for positive change, when after each conflict there is a constructive solution to the problem.

The second factor is not too large the size of the groups in which children work, which is why it is possible to understand every child or teenager.

Separately, we should focus on the requirements for the teaching staff. We consider the teachers' awareness of the need not to lose sight of the main goal of education from the very beginning - the painless transition of adolescents after graduation to adulthood and the profession, the formation of the spirit of collectivism, taking responsibility not only for the successful education of children, but also for instilling in children, starting from the junior school of career-oriented «culture».

Conclusions. Summing up all the above, it should be noted that the current state of economic development of our state requires significant changes. And one of the leading directions in the development strategies of Ukrainian society is an updated system of professional orientation, which is aimed at interaction, mutual understanding of the individual as a subject of labor and society in its modern manifestations. Its structural elements are aimed at preparing a person for life in transitive societies.

Thus, the modernization breakthrough of Ukrainian society is possible only under conditions of effective training of world-class qualified workers for various sectors of the national economy, which requires both modernization of the education system as a whole and professional education.

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АНОТАЦІЯ

Василевська Олена, Дворніченко Лариса, Єрмакова Наталія. Професійна орієнтації в суспільстві ризику: взаємодія держави, науки та особистості.

У статті репрезентовано теоретичний аналіз проблеми профорієнтації в сучасному світі праці. Метою роботи є висвітлення ризиків вибору професії та запропонування моделі профорієнтації яка поєднує запити та можливості держави та потреби і прагнення особистості. Для написання статті застосовувався системний і міждисциплінарний підходи, що дозволило поєднати у єдиному смислового полі теоретичні здобутки наукових дискурсів професійної орієнтації, психологічної, педагогічної наук, а також філософії освіти. Методологічним підґрунтям є загальнонаукові та специфічні методи дослідження. Серед яких провідними були: діалектичний, порівняльний, структурно-функціональний та ін..

Змістом роботи є аналіз теоретичних підходів явища професійної орієнтації та її відповідності вимогам суспільства що змінюється. Особливий наголос робиться на розкритті ризиків профорієнтації, помилкових тенденціях сучасності. Наголошується, що феноменологічна перспектива дослідження професії означає зосередження не на зовнішніх атрибутах, а на її сприйнятті й переживанні. Тому профорієнтація не може закінчуватися в юнацькому віці, а враховуючи специфіку суспільства ризику, повинна стати необхідним супутником життя кожної людини в умовах невизначеності і непередбаченості майбутнього. Індивід вимушений переглядати свої життєві позиції, змінювати свій життєвий світ, пристосовуючись до нових умов світу праці.

Виявлені під час теоретичного аналізу тенденцій невідповідності вимог суспільства, ринку праці та системи профорієнтації, що склалася, дозволили запропонувати концепцію-модель. В ній висвітлюються можливості і наполягання світу праці що постійно розвивається та перспективи адаптації особистості до його ризиків. Підкреслюється значення супроводу людини на різних етапах вибору професії, якій започатковується в школах і може тривати протягом життя.

Ключові слова: профорієнтація, професійна освіта, професія, ризику, суспільство ризику, світ праці, життєва перспектива.